

ABSTRACT

Danti Hidayati. 2023. *Student Engagement During Emergency Remote Learning: A Narrative Inquiry of an Undergraduate Student*. Yogyakarta: The Graduate Program in English Language Studies, Universitas Sanata Dharma.

In the 21st century, student-centered learning is favored since it pays more attention to the students and their own needs in learning. This model was based on constructivist learning. In constructivism, students are encouraged to actively participate in the learning activities. Constructivism enables students to solve problems in the complex environment through active engagement. Thus, improving student engagement is important as it can promote student agency where students are given the chance to take initiative in their learning. The COVID-19 pandemic has pushed education institutions to make rapid transition from face-to-face to fully online class which resulted in the need to adapt to the new learning environment. Thus, this study aims at narrating the student engagement from the lived experience of the research collaborator in this unprecedented situation. The research question formulated is: *How is the undergraduate student engagement during emergency remote learning like?*

This study adopted qualitative approach by using narrative inquiry to give an in-depth description. The data were collected through an in-depth interview with the collaborator. There was only one collaborator in this study. She was an undergraduate student of a private university in Yogyakarta who started her first-year at the university during the pandemic. The data were transcribed and the key elements were identified. Then, the lived experience was retold. The results of the study are presented in a form of stories.

The first result revealed that the collaborator experience prior to becoming university student and how it influenced her choice of major and her expectation about college classroom. Then, it was found that there were problems she encountered through the implementation of fully online learning which included poor internet connection, inactive participation, heavy workload, and different time zones. Next, during remote learning, she highlighted that she was not all alone in this time of crisis. There were supportive parents, thoughtful teachers, and reliable friends accompanied her through her journey. She also addressed the importance of technology in the learning particularly in the emergency. Next, she took initiative to develop personal growth by grabbing the opportunities to join extracurricular activities. Then, when the pandemic related restrictions gradually lifted, she finally had the opportunity to attend face-to-face class. She concluded that both online and offline class had benefits and drawbacks. The findings address some implications for the readers especially teachers and students. It is important for students to be equipped with adequate digital literacy and to develop the sense of belonging in order to have meaningful learning experience. Teachers are also suggested to encourage students to actively involved in their personal development in order to keep engaged in the learning.

Keywords: student engagement, remote learning, narrative inquiry, digital literacy, lived experience

INTISARI

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Pada abad ke-21, SCL lebih disukai karena lebih memperhatikan siswa dan kebutuhan belajarnya. Model ini berasal dari teori belajar konstruktivisme. Dalam teori itu, siswa didorong untuk berperan aktif dalam kegiatan pembelajaran. Konstruktivisme memungkinkan siswa untuk memecahkan masalah di situasi kompleks melalui keterlibatan aktif. Karena itu, keterlibatan siswa perlu ditingkatkan karena dapat mempromosikan keagenan siswa di mana siswa diberi kesempatan berinisiatif di dalam pembelajaran. Pandemi COVID-19 membuat lembaga pendidikan melakukan transisi cepat dari kelas tatap muka ke kelas online yang menyebabkan kebutuhan untuk beradaptasi dengan lingkungan belajar yang baru. Dengan demikian, penelitian ini bertujuan untuk menceritakan keterlibatan siswa dari pengalaman hidup kolaborator penelitian dalam situasi yang belum pernah terjadi sebelumnya. Pertanyaan penelitian yaitu: *Bagaimana keterlibatan mahasiswa sarjana selama pembelajaran jarak jauh darurat?*

Penelitian ini mengadopsi pendekatan kualitatif dengan menggunakan inkuiri naratif untuk memberikan deskripsi mendalam. Data dikumpulkan melalui wawancara dengan kolaborator. Hanya ada satu kolaborator dalam penelitian ini. Ia adalah mahasiswi di salah satu universitas swasta di Yogyakarta yang memulai tahun pertamanya saat pandemi. Data kemudian ditranskrip dan elemen-elemen penting diidentifikasi. Kemudian, pengalaman hidup itu diceritakan kembali. Hasil penelitian disajikan dalam bentuk cerita.

Hasil pertama yaitu pengalaman kolaborator sebelum menjadi mahasiswa dan bagaimana hal ini mempengaruhi pilihan jurusan dan harapannya tentang perkuliahan. Kemudian, terdapat kendala di pembelajaran online antara lain buruknya koneksi internet, partisipasi pasif, beratnya beban kerja, dan perbedaan zona waktu. Selama pembelajaran jarak jauh, ia menekankan bahwa ia tidaklah sendiri. Ada orang tua, guru, dan teman-teman yang menemani perjalanannya. Ia menekankan pentingnya teknologi dalam pembelajaran khususnya saat keadaan darurat. Ia juga berinisiatif mengembangkan diri dengan mengikuti kegiatan ekstrakurikuler. Kemudian, ketika pembatasan terkait pandemi mulai dicabut, ia akhirnya bisa mengikuti kelas tatap muka. Ia menyimpulkan bahwa kelas online dan offline memiliki kelebihan dan kekurangan. Temuan ini memberikan implikasi bagi pembaca terutama guru dan siswa. Siswa perlu memperoleh literasi digital yang memadai dan mengembangkan rasa memiliki untuk mendapatkan pengalaman belajar yang bermakna. Guru disarankan untuk mendorong siswa terlibat aktif dalam pengembangan dirinya agar tetap terlibat dalam pembelajaran.

Kata kunci: keterlibatan siswa, pembelajaran jarak jauh, inkuiri naratif, literasi digital, pengalaman hidup